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ABSTRACT

You (the student) have been selected to be the school librarian's helper today. You are going to help her shelve books about moose. But you will have to read the books before you shelve them to decide if they are fictional storybooks about moose or nonfictional books about moose. You will decide if the books are real (nonfiction) or make believe (fiction) by asking questions such as: where do moose live and what do they eat? This lesson plan outlines the process with a brainstorming activity, moose stories, discovering what moose look like, and where they live. It also gives the student learning advice; discusses evaluation; provides extension activities; and offers a reflection activity. The teacher notes section provides grade level/unit; states goals/purpose (standards in history/social science and language arts); and notes materials needed. It lists teacher Internet resources and other print resources. It also discusses interdisciplinary connections and adaptation for special needs students. (BT)

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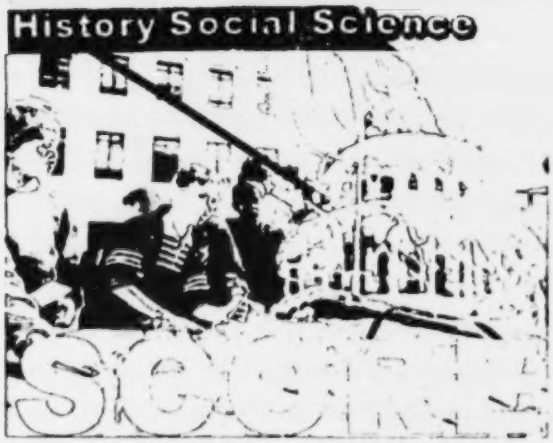

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Is It Moose-Mooses or Moose-Meese?

First Grade Activity by Christie Speed

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http://score.rims.k12.ca.us/activity/moose/

2000

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View Teacher notes

Is It Moose-Mooses or Moose-Meese?

(www.inkyfingers.com)

Have you ever wondered if Bullwinkle is real or if a moose can really talk to its squirrel friend? Does a moose live in a house like us? If that's not true, then just where does a moose live? What does its home look like? Have you ever thought about whether a moose eats hamburgers or grass? I'm not sure. Are YOU ?

What if you were in the woods and a big brown creature came running at you? Would you know if it was a moose, a bear or a deer? Do you think it would talk to you like Bullwinkle does? I'm not sure. Are YOU?

Well let's find out !

The Task

You have been selected to be the school librarian's helper today. You are going to help shelve books. There are two places for books about moose. One place is called **fiction** for story books. The other is **non-fiction** for true books. The librarian is very busy, so she cannot help you put the books in the proper place. You will have to decide if the books are **fiction** or **non-fiction.**

In this activity you will read several different types of books about moose. You will decide if the moose in the books are real or make believe by answering questions.

As you read, you will discover how many different types of moose there are. Ask yourself the following questions:

* **In what kind of house does a moose live? Is it on a street in a town?**

* **In what part of the world does a moose live?**

* **What is the weather like where moose live?**

* **What does a moose eat? Is it like what you eat?**

The Process

Activity 1 - Brainstorm

Before you look at any books or picture, it helps to find

out what you already know about moose. Brainstorm all the things that you know about a moose and ask your teacher to write them down.

- **What does a moose look like ?**
- **Do you think moose look different from each other- like you and your classmates do?**
- **Where does a moose live ?**
- **In what part of the world does a moose live?**
- **What do you think the weather is like where a moose lives ?**
- **What does a moose eat ?**

Keep this record so that at the end of the activity you can see if your ideas about moose have changed, or if you can add more to your list.

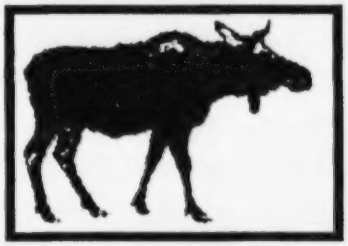
Activity 2- Moose Stories

www.kidsacademy.com

Read a book about moose with the teacher or a buddy. As a group, you and the other students who read the same book will make a <u>story pyramid</u> and/or a <u>story map</u>. After you are finished, discuss whether

you think what happened in the story could really happen. Compare the moose in this book to Bullwinkle.

Activity 3 - What do Moose really look like and where do they live?



Lets's look at pictures of moose on the Internet and see if they really do look like Bullwinkle, or like any moose that were in the stories that we read. Next, let's find out where they live. You will need to answer the questions after you look at each suggested site.

What does a moose really look like?

http://www3.northstar.k12.ak.us/schools/awe/moose/moosepage.html

http://www.ptialaska.net/~bundyd/moose.html

http://www.teelfamily.com/links/animals/animals.html

What are the names of the states where moose live? Using a map, color in where moose live and write the names of the states. Now, with a different color, color in the state where you live.

http://www.alaskadirect.com/kids.html

http://www.nationalgeographic.com/resources/ngo/maps/atlas/usstates/salask.html

http://fermi.jhuapl.edu/states/ak_0.html

http://www.nationalgeographic.com/resources/ngo/maps/

In what part of the world do moose live? Point out these places on a globe.

http://www3.northstar.k12.ak.us/schools/awe/moose/mooserange.html

What is the weather (climate) like where moose live?

http://www2.northstar.k12.ak.us/schools/upk/upk.home.html

How is the weather (climate) different than where you live?

Why do you think moose live where they do?

http://www.nationalgeographic.com/resources/ngo/maps/atlas/usstates/salask.html

Conclusion - Putting the Books Away

Now, take out the brainstorming record from Activity 1. Review what you thought about where moose live, what they look like, etc. Add the new information that you learned. If there is something that was incorrect, cross it out and replace it with the correct information.

You are now the school expert on moose. Take all the books that students have used to read about moose and stack them into two piles. One pile for **fiction** and one for **non-fiction**. Have a classmate pick any book from either stack. Explain why you placed the book where you did by showing this classmate what was true or not true about moose in the book.

Learning Advice

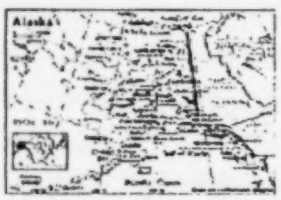
To do a good job remember to ask your teacher or buddy to help read or explain a word or something that you do not understand.

Evaluation

You will be evaluated by how much you help in the brainstorming, doing the activities, and whether you put the books in the correct place for the librarian.

Extension Activity

Who lives where the moose live?



(www.nationalgeographic.com)

Let's find out what Native Americans live in Alaska. Are the people who live in Alaska like you or are they different? Use a compare and contrast chart to answer these questions.

- **What is the name of the Native Americans who live in Alaska?**

  http://www.lib.uconn.edu/ArcticCircle/HistoryCulture/Inupiat/

- **What did their traditional houses look like?**
- **Do they still live in these kinds of houses?**
- **What do they call their houses?**

  http://miavx1.muohio.edu/~dragonfly/snow/

  This is a wonderful site for learning about how igloos are made

- **What types of food do you think they eat?**
- **How do these people live?**
- **How do these people hunt?**
- **How do these people travel around? Do they have cars or trucks?**
- **How does the weather affect how the people live?**
- **What kind of clothes do these people wear?**

  http://www.lib.uconn.edu/ArcticCircle/HistoryCulture/Inupiat/

  http://tqjunior.advanced.org/3784/Questions/do.htm

The Hunting Trip

Now that you are familiar with where moose and Inuit live, you will make a book about what it would be like to be a Inuit and what would happen if you came upon a moose while out on a hunting trip. Make sure to include pictures of you as an Inuit, a moose, a map of where you went hunting, a drawing or photo of your house, and examples of at least two different ways that you traveled

during your hunting trip.

Reflection

Think about all of the facts that you have learned about moose and about the Inuit people. Think about what it would be like to live in Alaska and how it would be different from the way that you live now. Then, decide if you would rather live where you live now or if you would like to live in Alaska.

Now, look around you. Are you the same as everyone else in your class or are you different?

Teacher Notes

Grade level Unit

First Grade - Developing Awareness of Cultural Diversity, Now and Long Ago

Parts of this unit will need to be completed with upper grade buddies or in a small group with the teacher. Much of the information on the Internet is text and too high level for primary students to read.

Goals/Purpose

H/SS Standards, Grades 1: Students compare and contrast the absolute and relative locations of people, places, and environments and describe the physical and human characteristics of places; they describe how location, weather, and physical changes affect the way people live, including food, clothing, shelter, transportation. They use maps and globes to locate... the State of California and [states where moose live and where the Inuit live].

Language Arts Standards Grades 1: Reading Comprehension: Students read and understand grade-level-appropriate material. They respond to who, what, when, where, and how questions; distinguish fantasy from realistic text; relate prior knowledge to textual information.

Writing Strategies: Students write [a story map or story pyramid] that describe and explain familiar objects. Listening and Speaking: Students listen and respond critically to oral communication. They listen attentively; ask questions for clarification and understanding; stay on topic when speaking.

- Students will learn about moose.
- Students will learn the difference between fiction and non-fiction
- Students will compare how the climate and weather are different in other parts of the world.
- Students will locate Alaska on a map and globe.

For the Extension

- Students will explore the Inuit culture and how climate can affect the way that you live.

Materials

There are several books and off-line resources that should be used before and during this unit.

Videos and photographs of Alaska and moose as well as individual stories and folk tales are needed.

World, United States, Alaska maps, and a globe are needed.

Students will also need art supplies to do enhancement activities

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Teacher Internet Resources

Alaska (Mini-Unit)

http://www.educ.state.ak.us This is a great site for a teacher who wants to use a ready made unit on Alaska.Moose Pellets!
http://puffin.ptialaska.net/~mihal/firstpag.html

Good Teacher resource. It has some pretty good links Teel Family Web Site

http://www.teelfamily.com/ This site has activities and other good sites to go to Mapmaker, Mapmaker, Make Me a Map

http://loki.ur.utk.edu/ut2kids/maps/maps.html This site has some good activities for making maps USGS: Map Adventures

http://www.usgs.gov/education/learnweb/MA/ This site has some mapping activities for K-3.

Education Place Activity: Compass Tag
http://www.eduplace.com/ss/act/compass.html

Kids Academy Home Page
http://www.kidsacademy.com This site is an early childhood site with games, stories and activities. It would be great for children who are not readers.

Candlelight - Children's Stories

http://www.candlelightstories.com/ Children stories online

Folklore, Myth and Legend
http://www.ucalgary.ca/~dkbrown/storfolk.html

A Moose Reading List Beck, Paul "Moose Page"
http://www.halcyon.com/moose/reading_list.html Here are a few suggested moose selections from the Moosophile's Bookshelf.

Reading suggestion from the Teel Family Site
http://www.teelfamily.com/

Books

Clymer, Theodore. *The Travels of Atunga.* Little, Brown and Company, 1973.

Damjan, Mischa. *Atuk.* Pantheon Books. Random House, 1966.

Fejes, Claire. *Enuk, My Son.* Pantheon Books, 1969.

Glubok, Shirley. *The Art of the Eskimo.* Harper and Row, 1964.

Harrison, Ted. *A Northern Alphabet: A is for Arctic.* Tundra, 1987.

Hirsh, Stephanie A. and Wiggins, Karen T. *World Geography Today.* Holt, Rinehart and

Winston, 1989.

Jeeness, Aylette. *Dwellers of the Tundra*. MacMillan Company, 1970.

McDermott, Beverly B. *Sedna*. The Viking Press, 1975.

Moy, Michael. *Animal Addresses*. Longman Cheshire, 1992.

Osiniki, Alice. *The Eskimo: The Inuit and Yupik People*. Children's Press, 1985.

Pitslolak, Peter. *Escape from Death*. Delacorte Press/Seymour Lawrence, 1977.

Stone, Lynn M. *The Arctic*. Children's Press, 1985.

Rogers, Jean. *Runaway Mittens*. Greenwillow Books, 1988.

Ryder, Joanne. *White Bear, Ice Bear*. Morrow, 1989.

Shannon, George. *Sea Gifts*. David R. Godine, 1989.

Standiford, Natalie. *The Bravest Dog Ever*. Random House, 1989.

Yue, Charlotte and David. *The Igloo*. Houghton Mifflin Company, 1988.

Alaskan Legends

De Armond, Dale. *Berry Woman's Children*. Greenwillow Books, 1985.

Kawagley, Dolores. *Yupik Stories*. Stanway/Wheelwright Printing Company, 1975.

Oman, Lela K. *Eskimo Legends*. Alaska Methodist University Press, 1975.

Teaching Resources

Brown, Marc. *Moose and Goose*. E.P. Dutton, 1978.

Cheltenham Elementary School Kindergartners. *We Are All Alike...We Are All Different.* Scholastic Inc., 1991.

Hoven-Severson, Leigh. *Connecting Geography and Literature*. Teacher Created Materials, 1992.

McKinnon, Elizabeth, and Warren, Jean. *Small World Celebrations*. Warren Publishing House, Inc., 1988.

Melzack, Ronald. *The Day Tuk Became A Hunter & Other Eskimo Stories*. Dodd, Mead &

Co., 1967.

Numeroff, Laura Joffe. *If You Give A Moose A Muffin*. Harper Collins, 1991.

Pearce, Q.L. *First Science Words*. Price Stern Sloan, 1991.

Pitslolak, Peter. *Escape from Death*. Delacorte Press/Seymour Lawrence, 1977.

Primavera, Elise. *The Three Dots*. New York, G.P. Putnam's Sons, 1993.

(film strip) "The Arctic through Eskimo Eyes" International Cinemedia Center, Ltd., 1975.

Interdisciplinary Connection

This unit could be integrated with all subject areas and there are several extensions that you could do, depending upon the amount of time you want to spend. This unit could include Inuit dances, songs and art which could be used to teach specific visual and performing arts.

Adaption for Special Needs Students

This unit could be adapted from paper and pencil by using Kid Pix or Hyperstudio. Then, students could make slides of their drawings and they could record their stories rather than writing them.

Credits

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Lesson reviewed for accuracy by Carol Whitmer, Simpson College

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